Digital Literacy/ E-Safety – Education for a Connected World Bearpark Primary School

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| Year Group | NC Objectives | **Self Image and Identity** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. | Online Scenarios (EYFS)Responses and Reactions (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can recognise that there may be people online who could make me feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust. | Helping Alex (Y1) |
| 2 | I can explain how other people’s identity online can be different to their identity in real life. I can describe ways in which people might make themselves look different online. I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. | Me and My Avatar (Y2)How does going online make you feel? (Y2)Getting Help (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can explain what is meant by the term ‘identity’. I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). | Identifying Online Profiles (Y3) |
| 4 | I can explain how my online identity can be different to the identity I present in ‘real life’. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. | Examining Online Profiles (Y4)Qualities Scale (Y4)Online Personas (Y4)Choose Your Own Path (Y4)What Would You Do? (Y4) |
| 5 | I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. | Guess the Word (Y5)Improving Online Profiles (Y5)My Top Tips For Sharing Identity Online (Y5)Avatar Adjustments (Y5) |
| 6 | I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need. | Report Worries (Y6)Toy Advert (Y6)Online Reporting Survey (paper) (Y6) |
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| Year Group | NC Objectives | **Online Relationships** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know. | Keeping in Touch (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can use the internet with adult support to communicate with people I know. I can explain why it is important to be considerate and kind to people online. | Let’s Communicate (Y1)Who Do You Know? (Y1)Let’s Design (Y1)Kindness Costs Nothing (Y1)What Could Be Done? (Y1)Is It Okay To…? (Y1)Making Good Choices (Y1)Who Finds That Funny Or Sad? (Y1)Me Online (Y1) |
| 2 | I can use the internet to communicate with people I don’t know well (e.g. email a penpal in another school/ country). I can give examples of how I might use technology to communicate with others I don’t know well. | Reaching Out (Y2)Who, What, Why? (Y2)Should I or Shouldn’t I? (Y2)Ask, Give or Deny? (Y2)How Does It Feel? (Y2)How Might They Feel? (Y2)To Post or Not to Post? (Y2)It’s Okay To Say ‘No’ You Know (Y2)‘What Would You Do?’ Cards (Y2)Should You ‘Click, Click, Click’? (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can describe ways people who have similar likes and interests can get together online. I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). I can explain some risks of communicating online with others I don’t know well. I can explain how my and other people’s feelings can be hurt by what is said or written online. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. I can explain what it means to ‘know someone’ online and why this might be different from knowing someone in real life. I can explain what is meant by ‘trusting someone online’. I can explain why this is different from ‘liking someone online’. | Let’s Get Together (Y3)Mind Map (Y3)Know or No? (Y3)Do You Know Them? Cards (Y3)Who Do You Know? (Y3)Like Me? Trust Me? (Y3)Do You Like Them/ Trust Them? Cards (Y3)Trust or No Trust? (Y3)Trust Vocabulary (Y3)Who Do You Trust? (Y3)To Trust Or Not To Trust? (Y3)What Information and With Whom? (Y3)How Does It Feel? (Y3)Caring About Sharing (Y3) |
| 4 | I can describe strategies for safe and fun experiences in a range of online social environments. I can give examples of how to be respectful to others online. | Safety First (Y4)Feeling Safe and Unsafe (Y4)Time to Respect (Y4)‘Respect or Disrespect’ vocabulary (Y4)Online Scenarios (Y4) |
| 5 | I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault. I can make positive contributions and be part of online communities. I can describe some of the communities in which I am involved and describe how I collaborate with others positively. | Where’s The Harm In That? (Y5)Community Spirit (Y5)My Online Community (Y5)Support And Report (Y5)‘Who Would You Report To?’ cards (Y5)A Picture Speaks A Thousand Words (Y5) |
| 6 | I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need.  | What’s The Impact? (Y6)Respecting Boundaries (Y6)Online Respect Charter (Y6)Is ‘it’s ok’ Really Ok? (Y6) |

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| Year Group | NC Objectives | **Online Reputation** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can identify ways that I can put information on the internet. | Keep Me Informed (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first. | Information Time Travel (Y1)Personal Information Online (Y1)Personal and Private (Y1)Resource Sheet (Y1) |
| 2 | I can explain how information put online about me can last for a long time. I know who to talk to if I think someone has made a mistake about putting something online. | Long Time Online (Y2)Online Information Table (Y2)Helping Hands (Y2)Public or Private? (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online. | Me, Myself and I (Y3)Caring About Sharing (Y3)Diamond Nine Resource Sheet (Y3) |
| 4 | I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others. | Open Book? (Y4)Digital Detectives (Y4) |
| 5 | I can search for information about an individual online and create a summary report of the information I find. I can describe ways that information about people online can be used by others to make judgments about an individual. | All As It Seems (Y5) |
| 6 | I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. | What I Know, What I Share (Y6)Resource Sheet (Y6)Digital Personality Pro (Y6)  |

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| Year Group | NC Objectives | **Online Bullying** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel. | Spot the Difference (and worksheet) (EYFS)Vote With Your Feet (and Emotions Cards) (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can describe how to behave online in ways that do not upset others and can give examples. | Being Positive (Y1) |
| 2 | I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline. | The Nature of Bullying (Y2)Supportive Sunflower + worksheet (Y2) The Blame Game (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. | Spiky the Spider (Y3) |
| 4 | I can identify some online technologies where bullying might take place. I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). | The Power Is In Your Hands (Y4)Alan the Alien + Template (Y4)How To Spot If Someone Is Being Bullied Online (+ Signs and Symptoms resource sheet) (Y4) |
| 5 | I can recognise when someone is upset, hurt or angry online. I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone. I can explain how to block abusive users. I can explain how I would report online bullying on the apps and platforms that I use. I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. Childline). | How To Block and Report (Y5)Conversation Clues inc Decision Tree (Y5)Blocking and Reporting Checklist (Y5)Online vs Offline (Y5)Banter Business (Y5)Telephone Talk (Y5) |
| 6 | • I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying. | The Evidence Speaks For Itself (Y6)Who, What, When, Where, Why? (Y6)  |
| Year Group | NC Objectives | **Managing Online Information** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can give simple examples of how to find information (e.g. search engine, voice activated searching). | When And What (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can use the internet to find things out. I can use simple keywords in search engines I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. | Where and How (Y1)Who and Why (Y1) |
| 2 | I can use keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’. I can explain why some information I find online may not be true. | Keyword Captain (Y2)Tech Talk and Truth + resource sheet (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can use key phrases in search engines. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things. I can explain the difference between a ‘belief’, an ‘opinion’ and a ‘fact’. | Autocompleter (Y3)Follow The Money (Y3)I Know I Think I Believe (Y3) |
| 4 | I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’. I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. I can explain that some people I ‘meet online’ (e.g. through social media) may be computer programmes pretending to be real people. I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. | I Know I Think I Believe (Y4)Savvy Search (Y4)Lingo Bingo + resource (Y4)Dognapped! (Y4)Spot the Bot (Y4) |
| 5 | I can use different search technologies. I can evaluate digital content and can explain how I make choices from search results. I can explain key concepts including: data, information, fact, opinion, belief, true, false, valid, reliable and evidence. I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead). I can explain what is meant by ‘being sceptical’. I can give examples of when and why it is important to be ‘sceptical’. I can explain what is meant by a ‘hoax’. I can explain why I need to think carefully before I forward anything online. I can explain why some information I find online may not be honest, accurate or legal. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose). | Choose Wisely (Y5)All That Glistens (Y5)Dognapped! (Y5)Money Talking…? (Y5)Labels Influence (Y5)You May Also Like (Y5) |
| 6 | I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present ‘opinions’ as ‘facts’. I can define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how I might encounter these online (e.g. advertising and ‘ad targeting’). I can demonstrate strategies to enable me to analyse and evaluate the validity of ‘facts’ and I can explain why using these strategies are important. I can identify, flag and report inappropriate content. | Gaming The Algorithm (Y6)News of Views (Y6)Fact or Fiction (Y6)Look At Me! (Y6)Match the Type (Y6)Misinformed? (Y6)Everybody Says (Y6)Report It! (Y6) |

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| Year Group | NC Objectives | **Health, Wellbeing and Lifestyle** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. | What Are Your Rules? (EYFS)Which Rules Are Fair? (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can explain rules to keep us safe when we are using technology both in and beyond the home. I can give examples of some of these rules. | Healthy and Safe Choices (Y1)Rule Headings (Y1) |
| 2 | I can explain simple guidance for using technology in different environments and settings. I can say how those rules/guides can help me. | Changing the Rules (Y2)Explaining Effective Strategies (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). | Timetable (Y3)Age and Consent (Y3) |
| 4 | I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. | Life vs Tech cards and prompt slides (Y4)Technology Questions (Y4)Sorting Cards (Y4)My Time Online Plan (Y4) |
| 5 | I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. | A Good Night’s Sleep (Y5)Adapting Use Before Sleep (Y5)Accessing Advice (Y5)Perfect Purchase? (Y5)When It Goes Wrong… (Y5) |
| 6 | I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). | Age-Related Content (Y6)Under Pressure (Y6)My Digital Routine (Y6)A Healthier Plan + labels and plan (Y6)Giving You A Nudge (Y6) |
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| Year Group | NC Objectives | **Privacy and Security** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. | Personal of Private? (EYFS)Bean Bags Game (EYSF) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school). I can explain why I should always ask a trusted adult before I share any information about myself online. I can explain how passwords can be used to protect information and devices. | Personal Information + resource cards (Y1)Who Can Help Me? (Y1)Why Do I Need A Password? (Y1) |
| 2 | I can describe why other people’s work belongs to them. I can recognise that content on the internet may belong to other people. | Passwords Are Key(s)! (Y2)Strong and Poor Passwords (Y2)Connected Homes (Y2)Making Choices (Y2)What Could You Say? (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. I understand and can give reasons why passwords are important. I can describe simple strategies for creating and keeping passwords private. I can describe how connected devices can collect and share my information with others. | Password Generation and Security (Y3)Create Your Own Passphrase Tumbler (Y3)When Is It Ok To Share? (Y3)Match the Post To the Profile (Y3)The Class Digital Assistant (Y3) |
| 4 | I can explain what a strong password is. I can describe strategies for keeping my personal information private, depending on context. I can explain that others online can pretend to be me or other people, including my friends. I can suggest reasons why they might do this I can explain how internet use can be monitored. | Online Monitoring (Y4)Debate Cards (Y4)Debate – What Do You Think? (Y4)Are You A Privacy Pro? (Y4)What Can You Learn? (Y4)Instead Of This… Do/Say This… (Y4)Digital Consent (Y4) |
| 5 | I can create and use strong and secure passwords. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. | Are You A Privacy Pro? (Y5)What Can You Learn? (Y5)Instead Of This… Do/Say This… (Y5)Sharing Personal Information (Y5)Permission Mission + cards and board (Y5)Privacy Choices (Y5) |
| 6 | I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). | Professional Password Protection (Y6)Scenario Cards (Y6)My (Emergency) Password Action Plan (Y6)Permission Mission + cards and board (Y6)Privacy Choices (Y6)Scam Spotters (Y6)My Online Scam (Y6)Free For A Price (Y6)Updates On Updates (Y6) |

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| Year Group | NC Objectives | **Copyright and Ownership** | Project Evolve Unit |
| EYFS | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | I know that work I create belongs to me. I can name my work so that others know it belongs to me. | Whose Is This? + resource (EYFS)Guess The File (EYFS) |
| 1 | Co2/1.5   recognise common uses of information technology beyond school. Co2/1.6   use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. | I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. ‘it is my idea’ or ‘I designed it’). I can save my work so that others know it belongs to me (e.g. filename, name on content). | Whose Is This? + resource (Y1)Guess The File (Y1) |
| 2 | I can describe why other people’s work belongs to them. I can recognise that content on the internet may belong to other people. | Scavenger Hunt (Y2)Bingo Cards (Y2) |
| 3 | Co2/1.4   understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration. Co2/1.5   use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Co2/1.7   use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | I can explain why copying someone else’s work from the internet without permission can cause problems. I can give examples of what those problems might be. | Is It Ok To Use This Image? + resource sheet (Y3) |
| 4 | When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples. | Right To Reuse? + resources (Y4) |
| 5 | I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused. | Being Fair With Consent + resource sheet (Y5) |
| 6 | I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. | Search, Reuse, Reference + resource sheet (Y6) |